

## 2014-2015 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

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### 05 - Brevard

Dr. Desmond Blackburn, Superintendent  
Ella Thompson, Region 3 Executive Director

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## Table of Contents

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<b>Part I: Current District Status</b>	<b>3</b>
<b>Part II: Needs Assessment</b>	<b>0</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>22</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>31</b>
<b>Appendix 2: Technical Assistance Plan to Support Goals</b>	<b>34</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>0</b>

## Current District Status

### Supportive Environment

#### Mission and Vision

##### Provide the district's mission statement

To serve every student with excellence as the standard.

##### Provide the district's vision statement

Brevard Public Schools will serve our community and enhance students' lives by delivering the highest quality education in a culture of dedication, collaboration and learning.

#### Supports for School Improvement

**Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The district coordinates and supplements federal, state and local funds, services and programs to align to interventions in Priority and Focus Schools. District and school leadership teams participated in the Florida Department of Education Differentiated Accountability Summer Academy taught by Region 3 DA staff. Instructional leaders and teachers from schools and the district were provided training on the best strategies for transferring professional development to instructional practices; building common foundations and routines to get the work done; and refining strategic goals for district and school improvement plans. Participants in the DA Summer Academy had the opportunity to work in cross-functional teams to clarify support needed from the district and Region 3 DA staff. Evidence of this training is reflected in school improvement plans showcasing opportunities for teachers to collaborate, observe, model and receive feedback on implementation of strategic professional development.

Training in analysis of reading and math data to determine appropriate school improvement goals is provided annually by the district Office of Testing and Accountability. In addition, district level staff in Elementary Programs, ESE and Professional Development are also available as requested (or directed by leadership) to assist schools with the analysis and interpretation of data related to specific subgroups performing below expectations.

Instructional reviews are conducted deliberately at lowest performing schools to provide clarity and plan action steps used for school improvement. This feedback provided to principals becomes the rationale and baseline data on which school improvement action steps are based, and progress monitored.

Individual school-based data chats are scheduled and conducted by the Area Superintendent and Coordinator with the school leadership for Prevent and Focus schools. District instructional and administrative staff monitors the frequency and effectiveness of the data-chats, making recommendations for instructional strategies and/or professional development as indicated by the findings.

District and school leaders work closely with personnel from the FDOE Regional Office of Differentiated Accountability to consistently analyze program outcome data for the benefit of improving instruction to improve student achievement. A schedule of instructional reviews has been established for the Prevent and Focus schools most in need of this intervention. District and state

leaders have collaborated to determine the appropriate plans of action for each school based on achievement data.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

During the Florida Department of Education Differentiated Accountability Summer Academy, participants were trained in the eight step problem solving process and how to use the state Continuous Improvement Management System (CIMS). Utilizing the 8 step problem solving process and the student data disaggregation available in CIMS, schools spent time during the training to select 2-3 high yield instructional practices to focus on during the year. A professional development plan for increasing teacher capacity in implementing these instructional practices was developed in collaboration with district administrators and instructional staff. School improvement goals were determined based on the data analysis conducted by schools. This includes analyzing data from FCAT, FAIR, district benchmark tests, school-based assessments, and parent surveys. School principals are held accountable for regularly reviewing data from on-going progress monitoring with instructional staff during school leadership meetings, grade level team meetings, and within the structure of established professional learning communities.

A district support team consisting of district instructional and administrative staff are monitoring the frequency and effectiveness of how well the results of data analysis is being used to make informed decisions that lead to increased student achievement. Brevard Public Schools has designated the Associate Superintendents, Area Coordinators and School Improvement Resource Teacher to establish teams that monitor progress at each site. There is consistent support with classroom walk-throughs from multiple district level personnel and the opportunity for title 1 support and the Instructional Review team to offer training, modeling, evaluation of programs and support.

FOCUS Initial technical assistance to schools in the FOCUS category was conducted prior to the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the FOCUS category occurs through the DA District Leadership Team in on-going meetings with each school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the school's activities in this area. Someone from the district or regional DA team meets with school administration and teachers at least once per week. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

\*Focus schools were provided with the following additional resources using Title 1 Funds:

- Math Coach
- Writing Coach
- Guidance Service Professional
- Additional Asst. Principal

PRIORITY Our PRIORITY school this year is Brevard Virtual School .

Initial technical assistance to schools in the PREVENT category was conducted at the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team.

### **District Policies and Practices**

It is the goal of the district to assist in aligning the curriculum and instructional goals of each school with the district strategic plan and through school improvement plans. The district has purchased a

learning management system, Performance Matters, to assist leadership teams in identifying students who are at risk due to early warning system indicators. As a result of using this system for identification it has strengthened our ability to problem solve at the Tier 1 and Tier 2 level.

Steps required to make changes include:

1. Professional Development on Performance Matters for Leadership Teams
  2. Identification of number of students with each of four early warning indicators: academic reading/math level 1, attendance less than 90%, in-school or out-of-school suspensions, course failures
- The Associate Superintendents, School Improvement Resource Teacher and directors of Curriculum and Instruction are responsible for being certain the appropriate personnel are in place to support our schools. The Director of Title 1 supports her team of resource teachers in their efforts to provide training and work with schools on specific needs that arise with subgroups in each of our Title1 Schools that are in PREVENT, FOCUS or PRIORITY status.

A district team of directors and resource teachers from Human Resources, Student Services, Curriculum and Instruction and Accountability/Testing have been assembled to participate in instructional reviews at schools in PREVENT, FOCUS or PRIORITY status. This team both participates with the state and functions independently to provide guidance to schools on current trends in their building and providing feedback on action steps and strategies put into place to transform student achievement.

**Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting**

NA

## Sustainability of Improvement

**Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements**

Sustainability will be achieved through alignment of Title 1, District Support Teams and Parent Involvement Leadership teams. These teams will work to monitor implementation of best practices in school improvement including teacher collaboration, analysis of data, instructional coaching, MTSS, family involvement, professional development and teacher retention.

## Stakeholder Involvement

### PIP Link

<https://www.floridacims.org/documents/131435>

Describe the district's **ongoing** mechanisms for engaging families and the community in school improvement efforts.

Please refer to the district parental involvement plan on file.

**Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions**

FOCUS Initial assistance to schools in the FOCUS category was conducted prior to the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource

Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the FOCUS category occurs through the DA District Leadership Team in on-going meetings with each school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the school's activities in this area. Someone from the district or regional DA team meets with school administration and teachers at least once per week. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

PREVENT Initial assistance to schools in the PREVENT category was conducted at the beginning of the school year through data chats utilizing available information. The data chats were conducted at the school between the DA District Leadership Team (Area Superintendent, Curriculum Directors, Resource Teacher for School Improvement, Title I Literacy Trainer) and the school's Leadership Team. The information was then shared with the school staff. Continuous technical assistance to schools in the PREVENT category occurs through the DA District Leadership Team in on-going meetings with each school's Leadership Team as needed to determine instructional needs for students and professional development needs for teachers. In addition, personnel from the FDOE Regional Office of Differentiated Accountability work with and monitor the activities in the PREVENT schools identified as needing the most support to improve student achievement. Someone from the district or regional DA team meets regularly with school administration and teachers to ensure fidelity to the school improvement plan and SIG activities supported by this grant. The DA District Leadership Team meets regularly with the Executive Director of the FDOE Region 3 Office of DA to determine progress and establish next steps based on data.

## Effective Leadership

### District Turnaround Lead

Provide the following contact information for the district turnaround lead, which populates into the SIG Phase 1 and TOP-1 surveys.

#### Employee's Name and Email Address

Stephenson, Janet, stephenson.janet@brevardschools.org

#### Employee's Title

Teacher, K-12

#### Employee's Phone Number

(321) 633-1000

#### Employee's Phone Extension

328

#### Supervisor's Name

Dr. Karen Schafer

#### Supervisor's Title

Director

#### Employee's Role and Responsibilities

School Improvement Resource Teacher

### District Leadership Team

Provide the following contact information for each member of the district leadership team.:

**Crannell, Debra, crannell.debra@brevardschools.org**

<b>Title</b>	Other
<b>Phone</b>	321-269-3826
<b>Supervisor's Name</b>	Dr. Laura Rhinehart
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	North Area Coordinator

**Cline, Jane, cline.jane@brevardschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Binggeli
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	Central Area Assistant Superintendent

**Mullins, Mark, mullins.mark@brevardschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	321-254-0340
<b>Supervisor's Name</b>	Dr. Binggeli
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	South Area Assistant Superintendent

**Diaz, Ana, diaz.ana@brevardschools.org**

<b>Title</b>	Other
<b>Phone</b>	321-254-0340
<b>Supervisor's Name</b>	Dr. Mark Mullins
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	South Area Coordinator

**Schafer, Karen, schaffer.karen@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Cindy VanMeter
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Testing and Accountability

**Spadaccini, Lynn, spadaccini.lynn@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Cyndi VanMeter
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Elementary Programs

**Rodrigues, Barbara, rodrigues.barbara@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Cyndi VanMeter
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Middle School Programs

**Frame, Tricia, frame.tricia@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Beth Thedy
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of FDLRS/East & PreK ESE Services

**Davis, Sandra, davis.sandra@brevardschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Teresa Wright
<b>Supervisor's Title</b>	
<b>Role and Responsibilities</b>	Title 1 Resource Teacher

**Long, Melissa, long.melissa@brevardschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Lynn Spadaccini
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Resource Teacher for MTSS



**Dickinson, Shelly, dickinson.shelly@brevardschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Lynn Spadaccini
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Resource Teacher for MTSS

**Respass, Jane, respass.jane@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Debra Pace
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director of Professional Development

**Hall, Joann, hall.joann@brevardschools.org**

<b>Title</b>	Instructional Coach
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Dr. Teresa Wright
<b>Supervisor's Title</b>	Director
<b>Role and Responsibilities</b>	Resource Teacher for Title 1

**Wright, Teresa, wright.teresa@brevardschools.org**

<b>Title</b>	Director
<b>Phone</b>	321-633-1000
<b>Supervisor's Name</b>	Cyndi VanMeter
<b>Supervisor's Title</b>	Assistant Superintendent
<b>Role and Responsibilities</b>	Director Early Childhood Ed & Title 1

**Rhinehart, Laura, rhinehart.laura@brevardschools.org**

<b>Title</b>	Assistant Superintendent
<b>Phone</b>	321-269-3826
<b>Supervisor's Name</b>	Dr. Binggeli
<b>Supervisor's Title</b>	Superintendent
<b>Role and Responsibilities</b>	North Area Superintendent

**Title****Phone****Supervisor's Name****Supervisor's Title****Role and Responsibilities****Educator Quality**

**Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team**

To successfully lead any school, a competency framework is important for identifying the set of skills, knowledge, and dispositions needed to drive student achievement. In Brevard, the state standards for principals can serve as a baseline guide for principal knowledge and skills, but research indicates that leaders need specific skills to be successful.

In Brevard we look for

- Superior instructional leadership
- Attention to using data to drive instruction
- Capacity to identify and leverage key points within the system to advocate for and deliver a well-aligned, well-articulated school improvement plan
- Ability to execute 'quick wins' to demonstrate that the school is on the path to improvement and build momentum for change.

Schools in need of transformation sometimes have a history of ineffective adult practices, so important leader strengths include the ability to overcome the inertia of previous failures; promote the belief that all students can achieve at high levels; manage teachers effectively by helping them improve their practice; and support a change management process. If the leader is expected to replace significant portions of staff, strong interviewing and hiring skills are also critical.

**Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes**

The Brevard Instructional Personnel Performance Appraisal System is used to monitor teachers at all schools. Area Superintendents review student achievement data and look for alignment between teacher evaluation and these outcome measures. When there is lack of alignment, conversations in school improvement feedback sessions with principals lead to action plans for improving professional practices.

**Public and Collaborative Teaching**

**Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C**

Area superintendents and school improvement resource specialist inspect master schedules to determine that an infrastructure and specific time is designated at Priority and Focus schools for common, collaborative planning. School improvement plans describe use of common planning time.

**Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction**

Focus schools are assigned reading, math, and science coaches.

Our goal is to support these schools in their effective use of math, reading, and science coaches through professional development on the coaching cycle (Oct. 1, 2014) and implementation of a math/science coach cadre led by the collaborative district team of Jackie Fraser - Title 1, Sandy Davis - Title 1, Shelly Dickinson - MTSS and Janet Stephenson - School Improvement Resource Teacher. Additionally, literacy coaches continue to be monitored, trained and supported by District Resource Teachers - Debbie Wood and Patty Adams.

Goals 2014-15

1. Develop a two week Summer Course: Offered in the summer of 2015 for both present and future mathematics coaches. The first course would focus on mathematical content knowledge, following a different domain (place-value, number sense, measurement, etc...) daily through grades K-6 grade. The second course would focus on pedagogical knowledge-the coaching cycle, lesson study, professional development strategies, and inter-personal communication skills.

Timeline: Development of courses Sept.-April 2014-2015

Conduct two-week Summer Coaches Institute June 8-19

2. Develop a "Roles and Responsibilities" guideline for mathematics coaches.

Timeline: Sept.-Nov. 2014

3. Develop a Presentation and provide a one hour staff development session for administrators to share research findings and extend an invitation for them to invite teachers to become part of our initial BPS Mathematics Coaches Cohort.

Timeline: Develop by March of 2015

Present to administrators at the April meeting

## **Ambitious Instruction and Learning**

### **Instructional Programs**

#### **Reading**

***Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan***

Yes

#### **Writing**

***List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:***

## Journeys and more

**Program Type** Core, Supplemental

**School Type** Elementary School, Middle School, High School

The goal of Brevard Public Schools' writing program is to provide instruction and assessment that supports the state's standards. This program relies on the integration of Six Traits instruction (Ideas, Organization, Voice, Word Choice, Fluency, and Conventions) and process writing (prewriting, drafting, revising, editing, and publishing). This instruction is designed to produce mastery of oral and written communication. The incremental curriculum develops writers who use the craft to learn, think, and communicate across the disciplines, stressing the linkage between writing and reading. Writing is embedded throughout the Brevard English Language Arts Assessment (BELAA), which occurs four times a year, with students in grades 1-6, in order to diagnose, prescribe, and strengthen skills. Students read passages and respond to text-based questions, citing evidence to support their response. In kindergarten, students respond to prompts (the prompts are related to stories they have read and discussed) four times a year. All assessments, K-6, are evaluated using developmentally appropriate, standard's based rubrics. The results are meant to drive future writing instruction. Students acquire proficiency in narrative, explanatory/informational, and opinion modes of writing. To assist the teacher with writing instruction, Brevard has created several documents: Piece by Piece, a kindergarten pacing guide; Journeys GPS, a guide for the newly adopted Houghton Mifflin Harcourt Journeys ELA series, grades 1-6; Developing the Craft, best practices in writing for teachers in grades K-6; Developing Ideas, elaboration lessons for K-6; and Developing Artistic Writing with Engaging Literature, using mentor texts to teach literary skills, grades 3-6. All elementary district-created publications for writing instruction may be found in the "Teacher Portal" on the Brevard County School web site in the Elementary Programs Share Point Site in the writing folder. At the secondary level, ELA classes build on the skills acquired during the elementary grades. Connecting to the Core and Writing to the Core curriculum guides were created to assist teachers in making the Instructional Shifts required for the new Florida Standards. Using the Literacy Design

Collaborative platform, modules within these guides direct teachers to the appropriate levels of rigor necessary in the ELA classroom, culminating in various written responses by students and evaluated with appropriate rubrics.

## Mathematics

***List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:***

### **MJ Mathematics 2**

Dixon, Burger, et al. Go Math: Math 2, Houghton Mifflin Harcourt 2015, FL

### **MJ Mathematics 2 Advanced**

Dixon, Burger, et al. Go Math Advanced: Math 2 Advanced, Houghton Mifflin Harcourt 2015, FL

### **MJ Pre-Algebra**

Dixon, Burger, et al. Go Math Pre-Algebra, Houghton Mifflin Harcourt 2015, FL

### **Algebra 1 Honors and Algebra 1**

Dixon, Burger, et al. Algebra 1 Analyze, Connect, Explore, Houghton Mifflin Harcourt 2015, FL

**Program Type**

Core

**School Type**

Middle School

**Description**

## Science

***List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:***

**National Geographic Science for grades K-5**  
**Discovery Education Science Techbook (online) for grade 6**

**Program  
Type**

Core

**School  
Type**

Elementary School

**Description**

Teachers relate what students already know to new concepts. Teachers build on the prior understandings of students and work to identify and resolve existing misconceptions. Teachers use a variety of science resources. Teachers should make use of current and varied resources, including books, periodicals, telecommunications, and multimedia technology in order to provide a variety of perspectives, up-to date information, and an instructional focus on science concepts rather than only textbook chapters. Teachers emphasize the real-life relevance of science. Teachers use examples which relate science to daily life and encourage students to explain how their classroom studies relate to their own lives and experiences as well as to the work of scientists. Applications of science are emphasized. Teachers guide learning. Teachers act as learning consultants or guides rather than as one-way disseminators of information. Teachers ask probing questions that encourage student discussion, prediction or explanation. Students develop understanding and construct meaning from their observations and experiences rather than recite memorized information. Teachers involve students in sustained, in-depth projects rather than just "covering the textbook". Teachers involve students in major unifying topics which are fully explored rather than a series of isolated topics.

**M/J COMPREHENSIVE SCIENCE 2 & M/J COMPREHENSIVE SCIENCE 2 ADVANCED**  
**845130**

**Florida Comprehensive Science, Course 2**  
**2012**

**Prentice Hall**

**M/J COMPREHENSIVE SCIENCE 3 & M/J COMPREHENSIVE SCIENCE 3 ADVANCED**  
**845170**

**Florida Comprehensive Science, Course 3**  
**2012**

**Prentice Hall**

**Program Type**

Core

**School Type**

Middle School

**Description**

**ANATOMY AND PHYSIOLOGY & ANATOMY AND PHYSIOLOGY HONORS**

**850671**

**\*Essentials of Human Anatomy & Physiology, 9th Florida Edition**

**2012**

**Prentice Hall**

**BIOLOGY 1 & BIOLOGY 1 HONORS**

**853800**

**Miller & Levine Biology, 1st Florida Edition**

**2012**

**Prentice Hall**

**ADVANCED PLACEMENT BIOLOGY**

**866170**

**Biology, 9th Nasta Edition**

**2011**

**Glencoe/McGraw Hill**

**CHEMISTRY 1**

**854400**

**Pearson Chemistry, 1st Florida Edition**

**2012**

**Prentice Hall**

**and class sets of:**

**CHEMISTRY 1**

**854220**

**Florida Active Chemistry, 2nd Edition**

**2011**

**It's About Time**

**CHEMISTRY 1 HONORS**

**863700**

**Modern Chemistry, Florida Edition**

**2012**

**Holt McDougal**

**ADVANCED PLACEMENT CHEMISTRY**

**867070**

**Chemistry, 10th Edition**

**2010**

**Glencoe/McGraw Hill**

**S-14**

**INTEGRATED SCIENCE 1 & INTEGRATED SCIENCE 1 HONORS**

**850511**

**\*Conceptual Integrated Science: Explorations, 1st Florida Edition**

**Brevard - FDOE DIAP 2013-14**

**Last Modified: 04/17/2014 <https://www.flsiponline.com> Page 40 of 42**

**2012**

**Prentice Hall**

**and class sets of:**

**INTEGRATED SCIENCE 1 & INTEGRATED SCIENCE 1 HONORS**

**850421**

**\*BSCS Science: An Inquiry Approach Level 1**

**2006**

**Kendall Hunt**

**INTEGRATED SCIENCE 2 & INTEGRATED SCIENCE 2 HONORS**

**850511**

**\*Conceptual Integrated Science: Explorations, 1st Florida Edition**

**2012**  
**Prentice Hall**  
**and class sets of:**  
**INTEGRATED SCIENCE 2 & INTEGRATED SCIENCE 2 HONORS**  
**850431**  
**\*BSCS Science: An Inquiry Approach Level 2**  
**2006**  
**Kendall Hunt**  
**INTEGRATED SCIENCE 3 & INTEGRATED SCIENCE 3 HONORS**  
**850441**  
**\*BSCS Science: An Inquiry Approach Level 3**  
**2010**  
**Kendall Hunt**  
**and class sets of:**  
**INTEGRATED SCIENCE 3 & INTEGRATED SCIENCE 3 HONORS**  
**853800**  
**Miller & Levine Biology, 1st Florida Edition**  
**2012**  
**Prentice Hall**  
**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**  
**868650**  
**Living in the Environment, 16th Edition**  
**2011**  
**Holt McDougal**

**Program Type**

Core

**School Type**

High School

**Description**

### Instructional Alignment and Pacing

**Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals**

\*District and school leaders work closely to analyze program outcome data for the benefit of improving instruction to improve student achievement through the following infrastructure:

- Florida Standards initial training of launch teams was conducted during Summer 2014-15
- Launch teams train and model lesson planning, standards based instruction, and student engagement strategies at schools during Aug. 14, Oct. 17 and early release Professional Development Days.
- Instructional Reviews are conducted as a district monitoring piece at Prevent schools demonstrating a decline in student achievement data and Focus schools to determine current reality and to be a catalyst for the design of specific action steps to improve standards based instruction.
- Data from student achievement and professional practice is infused into school improvement planning processes with in-process monitoring plans and outcome measures described.
- Instructional coaches in reading, math and science receive training, support and collaboration time to support the implementation of Florida Standards.
- Principals at low performing schools participate in collaborative instructional rounds at rotating schools to calibrate their knowledge of standards based instruction and improve their capacity to provide meaningful feedback to teachers on their implementation of Florida Standards.



- Exemplar: Golfview Elementary in 2012-2013 had the points of an F, and the school grade of a C. An instructional review conducted in 2012-2013 revealed classroom instruction was not consistently reflecting implementation of standards based instruction. The district responded by changing leadership at the school, selecting school leadership team to receive AVID and Highly Engaging Teaching Professional development to support teachers and staff in their ability to implement high quality standards based instruction. Reading and Math coaches were realigned to provide coaches with a track record of success as instructional leaders.

**Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another**

***Will the district use its Student Progression Plan to satisfy this question?***

Yes

*Provide the hyperlink to the plan*

<http://elementarypgms.sp.brevardschools.org/Home/Documents/Student%20Progression%20Plan.pdf>

*Provide the page numbers of the plan that addresses this question*

*Description*

**Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science**

Yes

## Needs Assessment

### Underperforming Subgroups

#### Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	76%	66%	No	79%
American Indian	72%	67%	No	75%
Asian	84%	78%	No	86%
Black/African American	57%	42%	No	61%
Hispanic	71%	60%	No	74%
White	81%	73%	No	83%
English language learners	48%	36%	No	54%
Students with disabilities	51%	32%	No	57%
Economically disadvantaged	66%	53%	No	69%

#### Mathematics

**Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	74%	66%	No	77%
American Indian	67%	64%	No	71%
Asian	87%	83%	No	89%
Black/African American	55%	42%	No	60%
Hispanic	69%	61%	No	72%
White	79%	72%	No	81%
English language learners	52%	44%	No	57%
Students with disabilities	51%	34%	No	57%
Economically disadvantaged	64%	53%	No	68%

**Step Zero**

## District Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       **S123456** = Quick Key


## Strategic Goals Summary

- G1.** District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI).
- G2.** Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI). 1a

 G048882

### Targets Supported 1b

Focus	Indicator	Year	Target
All D Schools	FSA - English Language Arts - Proficiency Rate	2015-16	50.0

### Resources Available to Support the Goal 2

- Performance Matters Learning Management System
- Title 1 - Literacy and Math Trainers
- MTSS Trainers
- School Improvement Resource Teacher
- Reading Coaches, other subject area Instructional Coaches
- District Resource Teachers
- Peer Mentors and Coaches
- CPALMS

### Targeted Barriers to Achieving the Goal 3

- Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery.

### Plan to Monitor Progress Toward G1. 8

District wide achievement data including math formative and summative assessments

#### Person Responsible

Lynn Spadaccini

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Data charts, Performance matters spread sheets, classroom walkthrough data

**G2.** Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One. 1a

 G046821

### Targets Supported 1b

Focus	Indicator	Year	Target
1051 - Endeavour Elementary Magnet	FSA - English Language Arts - Proficiency Rate	2015-16	50.0
0052 - James Madison Middle School	FSA - English Language Arts - Proficiency Rate	2015-16	50.0
1071 - Golfview Elementary Magnet Sch	FSA - English Language Arts - Proficiency Rate	2015-16	50.0

### Resources Available to Support the Goal 2

- District Personnel for support, Title 1 Literacy and Math trainers,
- On-going development and support of school-based MTSS Facilitators
- State DA Team conducts training/modeling for Focus and select Prevent schools on 8 step problem solving process.
- District Decision Trees
- Performance Matters Data System
- MTSS Trainers and school-based facilitators

### Targeted Barriers to Achieving the Goal 3

- Training needed in using data to make informed academic decisions.

### Plan to Monitor Progress Toward G2. 8

CWT data and student achievement data (Monitored by Area Superintendents & Coordinators: Crannell-Rhinehart in the North and Bowman-Cline Central).

#### Person Responsible

Jane Cline

#### Schedule

Quarterly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

CWT data and student achievement data

## District Action Plan for Improvement

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI). **1**

 **G048882**

**G1.B1** Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery. **2**

 **B180456**

**G1.B1.S1** Backwards lesson design training for Focus School principals and team of teacher leaders. **4**

 **S192212**

### Strategy Rationale

The primary goal is to develop instructional leaders' ability to implement standards based instruction through improving lesson planning to deepen student understanding of big ideas and improve transfer learning.

### Action Step 1 **5**

Instructional leaders participate in training to improve alignment between standards lesson planning, formative assessment and instructional delivery.

### Person Responsible

Jane Respass

### Schedule

On 7/24/2015

### Evidence of Completion

Unit lesson plans will be developed and modeled by instructional leaders at each school and shared.

**Action Step 2** 5

Increase teacher collaborative planning time through creation of district early release Wednesdays.

**Person Responsible**

Jim Hickey

**Schedule**

Weekly, from 8/10/2015 to 5/31/2016

***Evidence of Completion***

Collaborative planning agendas, improved instructional delivery of standards-based instruction.

**Action Step 3** 5

Increase number of Professional Development days. These monthly dates will be utilized for instructional leaders at Focus Schools to model and collaborate in support of practices leading to rigorous standards-based instructional delivery. (Tomlinson - Madison, Wilson - Endeavour, Moeller - Golfview are the point people for this task).

**Person Responsible**

Janet Stephenson

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Improved instructional delivery of standards based instruction, classroom walkthrough evidence

**G1.B1.S2** Resource teachers and Title 1 trainers will support training and implementation of standards based instruction through PD and site-based coaching at Focus Schools. 4

 S192214

### Strategy Rationale

Ongoing feedback and coaching are used to communicate about and correct performance deficiencies, to reinforce appropriate behavior, to teach new skills, to motivate high performance, and to mentor.

### Action Step 1 5

District content area resource teachers and Title 1 trainers will walk classrooms with instructional leaders at Focus Schools, provide feedback on instructional delivery observed, and assist in planning for coaching and mentoring.

#### Person Responsible

Teresa Wright

#### Schedule

Monthly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

Improved standards-based instructional delivery, classroom walkthrough data, student data on district created assessments.

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walkthroughs, review of principal deliberate practice, and establishment of feedback cycles will be monitored by area superintendents and area coordinators. Cline-Bowman (Central) and Rhinehart-Crannell (North).

#### Person Responsible

Janet Stephenson

#### Schedule

Monthly, from 8/10/2015 to 5/27/2016

#### Evidence of Completion

Local student assessment data, classroom walkthrough data, observations



**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Classroom Walkthroughs will be conducted by Area Superintendents and Area Coordinators

**Person Responsible**

Janet Stephenson


**Schedule**

On 5/27/2016


**Evidence of Completion**

Student achievement data on local assessments, classroom walkthrough data


**G2.** Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One. 1

 G046821

**G2.B1** Training needed in using data to make informed academic decisions. 2

 B116310

**G2.B1.S1** MTSS Trainers will develop school contacts at Focus Schools trained in facilitating problem solving at the school-based level. 4

 S128007

**Strategy Rationale**

By using data to problem-solve at the Tier 1, Tier 2 and Tier 3 levels schools can maximize their use of resources.

**Action Step 1 5**

Focus Schools will receive PD and ongoing support by district MTSS & Positive Behavior Support (PBS) Trainers.

**Person Responsible**

Shelly Dickinson

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

**Evidence of Completion**

Exit slips from training, support calendars, improved problem solving process as evidenced by students moving between tiers, improved benchmarks of quality.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

School visits and support by MTSS Trainers; Development of district decision trees to allow for consistent/effective progress monitoring of all students; assist school leaders with proper tools for progress monitoring LAFS/MAFS Student Achievement. Principals, District Resource Teachers and MTSS Trainers will monitor and support.

**Person Responsible**

Lynn Spadaccini

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Support calendars, Student Achievement data on BELAA, District Math assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

School-based administrators will monitor at school sites with support from district MTSS/PBS trainers and school-based MTSS facilitators/reading coaches. Area Superintendents will monitor and support school-based administrators.

**Person Responsible**

Shelly Dickinson

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

Data team meeting calendars, data charts, infrastructure established at schools sites for data team meetings; student achievement data from Performance Matters.

**G2.B1.S2** Principals at Focus Schools will receive training and support to become data leaders, analyze their school professional practice/student achievement data, and build capacity to use Performance Matters - Unify to monitor student mastery of the standards. 4

 S128008

### Strategy Rationale

By using data to problem solve and analyze Tier 1 problems, schools can maximize their resources and drive data-based decision making.

### Action Step 1 5

Principals of Focus Schools review school level data based on instructional culture index, local assessment data and ProGOE data to determine needs for school year. (Area Superintendents review data with Focus School principals. )

#### Person Responsible

Janet Stephenson

#### Schedule

Annually, from 5/18/2015 to 8/24/2015

#### Evidence of Completion

School Improvement Plans will show needs analysis and action steps to address them.

### Action Step 2 5

Area superintendents and area coordinators meet with Principals of Focus Schools to collaborate and provide feedback on School Improvement Plans. Cline/Bowman - Central Area; Rhinehart/Crannell - North Area

#### Person Responsible

Janet Stephenson

#### Schedule

Annually, from 10/5/2015 to 10/31/2015

#### Evidence of Completion

Schools SIPS will reflect alignment between school data needs assessment, research-based best practice and action plan

**Action Step 3** 5

Area Superintendents, School Improvement Resource Teacher, Principals and District Personnel conduct instructional reviews and classroom walkthroughs to observe implementation and provide feedback for purpose of improving and monitoring school improvement plans at Focus Schools.

**Person Responsible**

Janet Stephenson

**Schedule**

Annually, from 8/10/2015 to 5/30/2016

***Evidence of Completion***

Next step plans, mid-year evaluation of school improvement plans, feedback notes, cwt data.

**Action Step 4** 5

Principals and instructional teacher leaders at Focus Schools will participate in Performance Matters Unify training in order to build capacity to monitor student mastery of standards.

**Person Responsible**

Cynthia Rayen

**Schedule**

Semiannually, from 7/13/2015 to 5/31/2016

***Evidence of Completion***

Teacher created assessments, data meeting agendas.

**Action Step 5** 5

Establish a Data Leader Training plan for principals at Focus Schools. Data Leader Training will be provided by District Trainers: DJ Crannell (North Area), Sherri Bowman (Central Area) and Ana Diaz (South Area) with support from Jackie Ingratta, Jane Respass, and Lynn Conroy (Professional Development)

**Person Responsible**

Jackie Ingratta

**Schedule**

Every 2 Months, from 9/15/2015 to 2/12/2016

***Evidence of Completion***

Improved teacher-led data teams, agendas from data team meetings.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Area superintendents will meet with Focus School principals to collaborate, review and provide feedback on school improvement plan and will conduct monthly site visits to inspect expectations of SIP. (North-Dr. Laura Rhinehart, Central-Jane Cline)

**Person Responsible**

Janet Stephenson

**Schedule**

Monthly, from 8/10/2015 to 5/27/2016

***Evidence of Completion***

CWT tools, SIP mid year evaluation, Feedback notes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Area Superintendents will conduct monthly site visits (North - Rhinehart/Crannell; Central - Cline/Bowman)

**Person Responsible**

Laura Rhinehart

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

CWT data, student achievement data, feedback notes

## Implementation Timeline

## Professional Development

*Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.*

**G1.** District and school-based instructional leaders that support Focus Schools will continue the implementation of Standards-Based Instruction (SBI).

**G1.B1** Need to continue to build principal, assistant principal and instructional coaches skill set as instructional leader to support alignment between standards-based lesson planning, formative assessment and instructional delivery.

**G1.B1.S1** Backwards lesson design training for Focus School principals and team of teacher leaders.

### PD Opportunity 1

Instructional leaders participate in training to improve alignment between standards lesson planning, formative assessment and instructional delivery.

#### Facilitator

Respass/Ingratta

#### Participants

Instructional leaders and teacher leaders

#### Schedule

On 7/24/2015

### PD Opportunity 2

Increase teacher collaborative planning time through creation of district early release Wednesdays.

#### Facilitator

Instructional Leaders at each school

#### Participants

Teachers

#### Schedule

Weekly, from 8/10/2015 to 5/31/2016

### **PD Opportunity 3**

Increase number of Professional Development days. These monthly dates will be utilized for instructional leaders at Focus Schools to model and collaborate in support of practices leading to rigorous standards-based instructional delivery. (Tomlinson - Madison, Wilson - Endeavour, Moeller - Golfview are the point people for this task).

#### **Facilitator**

Instructional Leaders at each school

#### **Participants**

Teachers,

#### **Schedule**

Monthly, from 8/10/2015 to 5/27/2016

**G2.** Focus Schools will continue to implement the MTSS & Problem Solving process with fidelity to identify and support students in need of academic/behavior support in order to increase the percentage of students demonstrating proficiency in Tier One.

**G2.B1** Training needed in using data to make informed academic decisions.

**G2.B1.S1** MTSS Trainers will develop school contacts at Focus Schools trained in facilitating problem solving at the school-based level.

### **PD Opportunity 1**

Focus Schools will receive PD and ongoing support by district MTSS & Positive Behavior Support (PBS) Trainers.

#### **Facilitator**

Charlie Eccleston, Shelly Dickinson, Jayson Loble

#### **Participants**

MTSS Contacts, Principals, Assistant Principals

#### **Schedule**

Monthly, from 8/10/2015 to 5/27/2016



**G2.B1.S2** Principals at Focus Schools will receive training and support to become data leaders, analyze their school professional practice/student achievement data, and build capacity to use Performance Matters - Unify to monitor student mastery of the standards.

### **PD Opportunity 1**

Principals and instructional teacher leaders at Focus Schools will participate in Performance Matters Unify training in order to build capacity to monitor student mastery of standards.

#### **Facilitator**

Cynthia Rayen

#### **Participants**

Principals and teacher leaders

#### **Schedule**

Semiannually, from 7/13/2015 to 5/31/2016

### **PD Opportunity 2**

Establish a Data Leader Training plan for principals at Focus Schools. Data Leader Training will be provided by District Trainers: DJ Crannell (North Area), Sherri Bowman (Central Area) and Ana Diaz (South Area) with support from Jackie Ingratta, Jane Respass, and Lynn Conroy (Professional Development)

#### **Facilitator**

Diaz, Crannell, Bowman

#### **Participants**

Principals and assistant principals

#### **Schedule**

Every 2 Months, from 9/15/2015 to 2/12/2016

## Technical Assistance

*Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.*

**Budget Rollup****Summary**

Description	Total
Grand Total	0